U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13IL7

	Charter	**Title 1**	**Magnet**	**Choice**
School Type (Public Schools):	☐	☐	☐	☐

Name of Principal: Mrs. Sheila Taylor

Official School Name: Lincoln Elementary School

School Mailing Address: 100 S. Nebraska Avenue

Morton, IL 61550-2784

County: Tazewell   State School Code Number*: 5309070902003

Telephone: (309) 266-6989 E-mail: sheila.taylor@morton709.org

Fax: (309) 284-4015   Web site/URL: http://lincoln.morton709.org/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Lindsey Hall   Superintendent e-mail: lindsey.hall@morton709.org

District Name: Morton CUSD 709   District Phone: (309) 263-2581

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Thomas Neeley

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

Non-Public Schools: If the information requested is not applicable, write N/A in the space.

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district   4   Elementary schools (includes K-8)

    1   Middle/Junior high schools

    1   High schools

    0   K-12 schools

    6   Total schools in district

2. District per-pupil expenditure: 5964

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: <u>Suburban</u>

4. Number of years the principal has been in her/his position at this school: 9

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	11	6	17
K	29	40	69
1	34	38	72
2	35	29	64
3	46	29	75
4	24	28	52
5	33	21	54
6	25	27	52
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			455

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
1	% Asian
1	% Black or African American
2	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
93	% White
3	% Two or more races
100	% Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 2%

   This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred *to* the school after October 1, 2011 until the end of the school year.	8
(2)	Number of students who transferred *from* the school after October 1, 2011 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1, 2011	455
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 1%

   Total number of ELL students in the school: 3

   Number of non-English languages represented: 1

   Specify non-English languages:

   We have three students from two different families that are classified as ELL and their home language is Spanish.

9. Percent of students eligible for free/reduced-priced meals: _____1%_____

    Total number of students who qualify: _____77_____

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: _____22%_____

    Total number of students served: _____98_____

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

11	Autism	0	Orthopedic Impairment
0	Deafness	3	Other Health Impaired
0	Deaf-Blindness	12	Specific Learning Disability
0	Emotional Disturbance	36	Speech or Language Impairment
0	Hearing Impairment	1	Traumatic Brain Injury
7	Mental Retardation	1	Visual Impairment Including Blindness
4	Multiple Disabilities	23	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	18	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	7	4
Paraprofessionals	0	23
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	4	2
Total number	30	29

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:   25:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	92%	92%	93%	93%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

    Graduating class size:

    Enrolled in a 4-year college or university   %
    Enrolled in a community college   %
    Enrolled in vocational training   %
    Found employment   %
    Military service   %
    Other   %
    Total   0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

    ◉ No

    ◻ Yes

    If yes, what was the year of the award?

PART III - SUMMARY

The mission of Unit School District 709 and Lincoln School is to serve the Groveland-Morton community by stimulating a desire for life-long learning, graduating productive individuals, and challenging all to achieve their highest potentials as active participants and leaders in a dynamic, global society.

We believe that: students are our first priority; all students can learn; education is a shared responsibility; the family is the foundation of learning; a safe environment promotes learning; high expectations produce higher results; an environment which fosters dignity and mutual respect is fundamental to promote good citizenship; we must provide educational opportunities that develop life skills needed in a global society; varied cultural and educational experiences enhance personal development; inequities which limit educational opportunities for any student are unacceptable; progress demands change; education must adapt to changes in the family and society; open/honest communication is essential to building successful partnerships; the efficient use of resources increases educational effectiveness; and learning never ends.

Lincoln School is one of four elementary schools in the Morton CUSD. Morton's population is over 16,000, is located in Tazewell County and is a suburb of Peoria. Morton is home to a Caterpillar distribution facility, Libby's pumpkin cannery, and is also home to the corporate headquarters of Morton Buildings Inc. The median age is 41 years, and there are a large percentage of family households. Morton is known as the Pumpkin Capital of the World. It holds its annual Morton Pumpkin Festival in the second week of September. It is claimed that 85 percent of the world's canned pumpkin is produced in Morton, earning it the designation "Pumpkin Capital of the World." Morton is a conservative community with a strong religious connection and home to twenty-four churches.

Lincoln School has an active Parent Teacher Organization and a strong volunteer program that provides many activities and events for the students and their families. Each year we focus on one large fundraiser to support the classrooms and activities for our students and families. The PTO started a walk-a-thon fundraiser where families make donations with prizes for students at different levels. After the fundraiser all students and staff walk a tiered number of laps for each grade level. This has been a very positive activity for our students, staff and parents. Not only does it help our school financially, it also focuses on healthy living. The PTO also maintains the school newsletter, school sign, carnival, and the book fair. Lincoln School does not have an art program, but our PTO parents have created a program called Artistic Adventures that focuses on students learning about artists and creating work based on the artist. The lessons are matched to our district curriculum and volunteers lead the lessons once a month in each classroom. In addition the PTO sponsors an after school adventure club that organizes fall, winter and spring sessions for various activities students can participate in after-school. Such activities include: chess club, Red Cross babysitting, sports activities, cooking, drawing, Spanish, French, dance classes, Legos, yoga, and much more.

One of our goals at Lincoln School is to provide a positive climate for learning that enhances service to others and helps students develop positive social behaviors. Each month we focus on a service project and students learn about ways they can help others by providing time, supplies or financial support for those in need. Many of these service projects are connected to our students, families and community: juvenile diabetes, coat drive, food drive, mitten tree, Toys for Tots, Children's Hospital, and St. Jude Children's Hospital.

Lincoln School is a family environment that focuses on the growth of each student. We accomplish this through a strong committed staff and supportive families. We are fortunate to have three-year-olds through twelve-year-olds at Lincoln School. This allows for partnerships, mentorships, peer tutoring, and positive role models for students. In addition we house two district special education programs; the district early childhood program and district primary and intermediate instructional programs. This

mixture of abilities provides opportunities for students in the general education classes to learn tolerance, understanding, support, modeling, and positive social skills. It is a win-win for all students with and without disabilities.

Lincoln School continues to demonstrate high student achievement. The staff focuses on the growth of each individual student. We do this through IEP meetings, collaboration challenge, enrichment, differentiation, RtI and other supports. Our motto is to "think outside of the box" and not do the same thing for each student but focusing on the needs of individuals. Lincoln School continues to strive to do the best for our students and will continue to be the best, which makes us worthy of the National Blue Ribbon award.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Illinois State Achievement Test (ISAT) data shows consistent excellence for our third through sixth grade students. Our goal is for one hundred percent of our students to meet and exceed state standards, and ideally to see growth each year for the number of students exceeding. The data shows we have maintained students meeting and exceeding in math and reading consistently at the ninety-one to one hundred percent range for the past five years. The numbers are strong especially when you consider that eighty to one hundred percent of the IEP students are meeting and exceeding. While we are striving for one hundred percent each year, we know there are different circumstances, groups, and individuals that can make that difficult to attain. Our main goal has been to see growth of students exceeding state standards. The data does not show consistent growth, but instead a range of fifteen to thirty percentage points up or down within the five year range. It is hard to show continued growth when the cut off scores change from year to year, but even with that challenge we are able to maintain strong data results.

Third grade students have consistently performed well with ninety-six to one hundred percent meeting and exceeding in reading and math. While 2011-12 was not a drastic drop, we did see a small drop in percentage meeting and exceeding. This can be attributed to a new team of teachers in the third grade. Most impressive is the achievement of our special education students. They demonstrated ninety-one to one hundred percent meeting and exceeding standards. We saw most of the discrepancy between general education and special education students in the percentage exceeding. Our district has been researching and providing training on interventions and strategies to focus on specific areas for student growth and understanding. We are providing training for kindergarten through sixth grade teachers on math model drawing. This is a method to help with more conceptual understanding which is beneficial for all learners. For our special education students we also look to providing double instruction for academic areas of weakness. If they have a learning disability in reading, then we provide pull-out direct instruction and the student is also part of a guided reading group within the general education classroom. This allows for more growth and narrowing the gap.

Fourth grade has shown the most gradual growth for students meeting and exceeding state standards. One of the main factors for this growth is teacher changes at the fourth grade level. Former third grade teachers moved up to fourth grade, which helped in providing consistency. There is a significant discrepancy between total percentage and percentage of special education students exceeding. Our biggest challenge is increasing the exceed percentage. In 2008-2009 there was an achievement gap of fifteen percentage points in reading between general education and special education students. Since that time the gap has dropped to only a six percent difference. One of the main factors is the partnership between special education and general education teachers. They work collaboratively to provide a wide range of interventions to help students close that gap.

In math, fifth grade has shown a gradual increase in students meeting and exceeding state standards, but has shown a gradual decrease of students exceeding. One reason that may have contributed to this change is we went from one teacher teaching all classes of math to each classroom teacher teaching their own class. This seems to have caused some discrepancies in expectations and teaching methods. We are working to change this discrepancy with articulation meetings, model drawing training, and master maps. Reading has remained consistent with ninety-six to ninety-eight percent of students meeting and exceeding. The exceed percentages have also remained pretty consistent over the five year period. One factor for this consistency is there has been one teacher teaching each fifth grade class reading/language arts. One year's data does show a gap of fourteen percentage points between special education and general education students. We are working on closing that gap with consistent collaboration and RtI meetings to discuss student progress and needs. We identify interventions and opportunities that meet students where they are and help them progress.

Sixth grade continues to maintain high achievement for both math and reading. This consistency is due to a strong team of teachers that departmentalize reading/LA and math. There has also been an overall growth in students exceeding standards, so we are on the right track for student growth and progress.

2. Using Assessment Results:

Research has shown that teachers who use assessment data to inform and develop instruction, improve student learning more than teachers who do not use assessment data. Using data to develop instruction is a critical part of student learning and student growth. Reviewing the results provided on individual students and classrooms can help make important decisions about instruction and teacher accountability.

Step One - We need to look at the assessment we use. We currently are using MAP testing, which is administrated three times a year. When analyzing the data, we look at the overall concept or skill being measured. Then we look at the major concepts within a particular area of instruction. Finally, we develop strategies to assist the student(s) if an area has been identified as a weakness for the student or the classroom.

For example, we would evaluate a 2nd grade classroom's reading ability based on fluency scores. We would look at the assessment to make sure it measures the fluency rate of second grade students with fidelity. Then the fluency test is administered by a trained instructor. The results are reviewed by looking at individual students and a classroom as a whole.

Step Two – This step identifies students who have a weakness. If a student has a weakness in a certain area, they would fall below the average range on the assessment used. Then long term achievement levels are set for the student. These levels are set to help the student close the gap on learning. When determining the levels of student success, national norms must be used to determine success.

For example, when a student has been identified as falling below the national norms for fluency, instruction must be adjusted for student success. At Lincoln, we begin by looking at the Tier 1 intervention within the classroom. We make sure the student is in a small group (4-6 students at the same instructional level). We collect student work samples as more intense instruction is provided. At the end of appropriately 8-10 weeks, we re-evaluate the student and if the student's fluency has not shown growth or evidence of closing the gap, we move to a tier 2 intervention. This step provides additional support time for the student for appropriately 30 minutes, 3 times a week. During these interventions, grade appropriate and research based curriculum is used.

Step 3 – As the student's weakness has been identified and the learning targets are set, we continue to analyze the growth by using a particular assessment. This assessment is used consistently throughout the intervention process.

For example, we have created data collection sheets to record the student's progress and weekly fluency scores, so as we work with the student we can record this data on the sheets. This information can also be put into a graph. This allows a visual representation of the student's growth. On the data sheets we have included the target fluency rate, the class average and the individual student's rate. This data is analyzed monthly by our RtI (Response to Intervention) team and adjustments to the student's instruction are made as needed.

Step 4 – As the student's assessment results are recorded and a profile for the student has been developed, we use achievement scores to monitor progress and growth. The use of flexible instructional groups is also beneficial. We use the flexible groupings to group the students on similar needs. Following this procedure, allows students to move in and out of the groups as needed. We are also able to create groups where students can work together to learn new skills.

For example, as a result of individual fluency testing, we can move students according to their individual growth and development. All results are based on national norms.

Summarize –
By designing a strategic plan for each student and using a clear understanding of one's goals, we are able to be consistent, establish clear growth patterns and assess students with a reliable tool. We also are able to be consistent with group and individual research based instruction. We use multiple assessments for each student. We use the Map scores, monthly assessments, weekly test scores, and nationally normed quarterly assessments. We also use daily informal assessments such as speeches, small group activities, and problem solving activities (model drawing math). All assessments are shared with parents on a monthly basis via letters stating the data and assessments used to base all instructional decisions. We also encourage parents to meet with the general education teacher regarding their student's progress.

3. Sharing Lessons Learned:

Lincoln Elementary School has shared successful strategies within our district to develop and grow as professionals. District wide, administrators, teachers, specialists and support staff participate in a variety of professional development opportunities to gain knowledge to increase student performance.

The principal and teachers at Lincoln Elementary host Mathematical Articulation meetings. This provides correlating grade level teachers throughout the district opportunities to share teaching strategies and resources. For example, a modeling drawing specialist presented various strategies and techniques for implementing this approach in addition to our current math program. The articulation meetings also allow colleagues opportunities to align their current curriculum with the Common Core State Learning Standards. By doing so, these professionals are able to create a uniformed and enriched curriculum.

Teacher in-service days also allow Lincoln Elementary teachers to collaborate with other district employees on a variety of topics pertinent to increasing student success. One example of a previous in-service is the integration of technology into the classroom. Lincoln Elementary teachers, along with multiple teachers within the district, presented on teaching tools such as ipads, Smart Notebook lessons, and educational websites for students. Teachers also shared information on the use of Netbooks, Prezi, Edmodo, teacher webpages, and Smart Response clickers. The presentations were related directly to daily use in the classroom.

Each year, teachers and support staff at Lincoln Elementary School are encouraged to attend professional development workshops offered outside the school district. These can range from RtI interventions and Common Core State Standards, to guided reading and math strategies. Upon return, teachers are given a chance to present the information learned to fellow colleagues in their building, and later shared at district grade level meetings.

As a whole, Lincoln Elementary School has a strong background of sharing successful strategies with other schools within our district. Articulation meetings, in-service days and professional development workshops are just a few examples of how Lincoln teachers collaborate with others to help support the curriculum and individual student needs.

4. Engaging Families and Communities:

The students and staff at Lincoln Elementary have made engaging family and community members an integral part of the educational experience. Lincoln encourages family and community involvement on a weekly, monthly and yearly basis. The active involvement from family and community members has allowed teachers to make more effective use of instructional and preparation time. Such community support enhances the curriculum, broadens student understanding, and has brought in resources otherwise unavailable to allow for outstanding student success and achievement.

On a daily basis community members can be found throughout halls and classrooms of Lincoln Elementary. Teachers welcome parent volunteers to aid small group instruction and technology integration. Volunteers also aid in clerical work enabling classroom teachers to make the most of their valuable time with students. Two way communications between parents and staff has greatly contributed to the success of students at Lincoln. Classroom newsletters, email, phone calls, PowerSchool online grade book, and teachers willing to conference with parents also contribute to a tradition of longstanding academic success.

On a monthly basis, Lincoln holds staff involved PTO meetings, parent led Artistic Adventure lessons, community outreach service projects, parent led seasonal classroom festivities, and after school community member led enrichment programs including foreign language, drawing, yoga, and Lego engineering. Such programs and events allow for a holistic approach to education. New staff members and families are continually impressed by the breadth and depth of PTO involvement at Lincoln. In recent years, the PTO has worked hard to organize fundraisers that have provided funds for up to date technology such as iPads, Apple TV's, projectors, SmartBoards, and a mobile laptop lab. This has allowed Lincoln to stay at the forefront of modern approaches to education.

Yearly, community members are encouraged to participate in Meet the Teacher Night, Laugh Olympics, the School Carnival, Open House, Parent-Teacher Conferences, Fine Arts Day, and Family Reading Night. These events are a favorite among our students and they create an environment of enthusiasm, school pride, and a sense of community.

Lincoln Elementary has made it a priority for our students to be enriched by the local community. Lincoln's success is due in great part to the active participation of families and community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The district reviews and aligns each curricular area with the Illinois state standards and now we are focusing on the transition to the Common Core State Standards (CCSS). Four years ago our district went through a curricular study and textbook search for an elementary reading ELA program. The district adopted Storytown from Harcourt which includes phonics, spelling, writing, reading, vocabulary and grammar in one program. It has been instrumental in providing a comprehensive program that establishes vertical alignment from k-6th grade. In addition the special education department adopted a direct reading program, SRA (Decoding, Corrective reading, and Reading mastery). We have seen improvement for our general and special education students with the addition of these programs.

Two years ago our district went through the same process for elementary math. The district math committee researched the common core, methods, resources and trained teachers in the district. This year the district math committee is recommending adopting a new textbook series. Even without a more recent textbook series our students have performed well with math. We focus on problem solving, what/why charting, daily oral math, and understanding of concepts.

Three years ago the district studied our science curriculum and went to more of a spiral versus unit approach. The committee adopted a new series from Macmillan/McGraw-Hill for our 3-6th students. This has helped with our alignment, student understanding and development of science concepts. We are the only school left in the district that incorporates a science fair into our 5th and 6th grade curriculum. This is an excellent way for students to master the scientific method, learn the steps involved in a long-term project, and share their findings with their peers and families.

The social studies concepts are built on each year with a focus for each grade level: 4th grade is Illinois history, 5th grade is U.S. history, and 6th grade is world history. Each grade level studies government, economics, and geography. The upper grade levels have developed projects, special days and field trips to put their knowledge into practice. The fourth grade visits the State Capital, Lincoln museum, Lincoln's home, New Salem and Lincoln's tomb after the Illinois History unit. Representative Keith Sommer is a former Lincoln parent and he has been instrumental is providing an amazing opportunity for our students. He hosts our students to lunch in the Governor's mansion and then takes them on a private tour of the State Capital.

The district has a very strong music program that is recognized through awards. The elementary choir is for 5th and 6th grade students, and 6th grade students have the opportunity to participate in orchestra or band. Over 75% of our students are involved in one or more of these music programs. All students in ECE-6th grade participate in our elementary music class. Students learn about reading music, singing, composers and composing their own music, playing instruments, and performances. We do not have an art program, but through our PTO we have a volunteer program called Artistic Adventures. Volunteers focus each lesson on an artist teaching about the artist's life and their artistic style. Then students have the opportunity to create a project based on that artist. The volunteers teach a lesson once a month in each classroom.

Our physical education program focuses on physical fitness, teamwork and learning about various sports and games. Our lunch providers have been offering more healthy options including a variety of fruits and vegetables.
Technology is incorporated into the curriculum through iPads, mobile lab, computer lab, Smartboard and projector, and smart response clickers. Teachers utilize technology in all areas to make learning more meaningful and engaging.

2. Reading/English:

All Elementary schools, in the Morton School District, use Story Town by Harcourt School Publishers which is a research-based developmental reading and language arts program for kindergarten through sixth grade.

The teachers of Lincoln School chose this particular approach to reading because it incorporates the five essential components of reading along with writing:
a. Phonemic Awareness: the ability to hear, focus on, and work with the individual sounds or phonemes in spoken language
b. Phonics: The relationship of the sounds of spoken language to the letters in written words
c. Vocabulary: students need to know what the words are in the text to understand what they are reading
d. Fluency: bridge between word recognition and comprehension
e. Comprehension: students use many strategies to help them understand what they read
f. Writing

Students acquire foundational reading skills in the following ways:
a. Direct Instruction: the teacher tells students about a strategy in a clear and explicit way.
b. Modeling: the teacher shows students how to use the strategy by "thinking aloud".
c. Guided Practice: the teacher guides, assists, and provides feedback to students during their reading as they practice using the strategy.
d. Application: Students practice using the strategy, with support from the teacher, until they can use it independently.

Along with whole-group instruction, small group instruction is also used to target the reading skills of students performing below, on grade level, and above grade level. Using data provided by Measures of Academic Progress (MAP), running records, comprehension, and fluency, students are placed into differentiated groups. These groups provide extra support or challenge opportunities that are aligned with the program and are based on students' needs.

Progress is monitored school wide through the use of weekly comprehension, vocabulary, and skill tests as well as MAP testing which is assessed three times a year. These tests determine which students qualify for Response to Intervention (RTI) and/or the Gifted Program.

3. Mathematics:

Over the past two years, our staff has been working together to shift the focus of our mathematics curriculum from the standards originally set by our state, to those of the Common Core. To help our staff and students with this transition, we have been educating our staff to use model drawing to provide a more visual representation for many math concepts, from Kindergarten to the sixth grade. Hands-on manipulatives also provide that link from visual to more abstract mathematical thinking. Our staff implements manipulatives into student instruction on a weekly basis, and through our school improvement plan, has aligned the use of these visual representations (model drawing and manipulatives) from the earliest to the most final grade of our school. Our staff meets on a monthly basis to share materials and teaching strategies to help provide a more unified curriculum and instruction for our students, which also include appropriate apps and smart board lessons to further supplement our lessons.

Our teachers also incorporate a form of daily math into their lessons. In the lower, primary grades, this daily math takes the form of Calendar Math. Here, math problems and concepts are woven into the time devoted to the day on the calendar, and oftentimes, students are involved in the creation of these daily problems. Upper grades daily math varies from a problem of the day, to mental math, to reviewing previously-learned concepts to provide a foundation for newer concepts.
Our third grade classes have a large and diverse group of students. An enrichment-based math program has been implemented this current school year, in which main concepts are pretested, followed by using

this data to subdivide the students into ability groups to help individualize instruction. Our plan is to then continue this ability level instruction into the remaining grade levels of our school.

All students take the MAP test, which is a computerized test taken three times a year, providing data for our teachers in regards to the different subgroups of math concepts. Staff members then use this data to help provide a more individualized instruction for areas that need further comprehension, as well as targeting areas where the student would benefit from lessons of enrichment.

The key component for our school's success in mathematics instruction lies within the team approach of administration and teachers working together to best meet the needs of our students.

4. Additional Curriculum Area:

Three years ago the district studied our science curriculum realigning to the state standards. In the past we taught certain topics for each grade level which was more units based. With the realignment our focus became spiral with standards being taught each year building on the concepts and going more in depth. For example with Earth science in third grade the students focus on general concepts of the planets, constellations, moon and Earth. In fourth grade the students expand that knowledge to learn about the Milky Way, positions of the Earth and moon and their relations, and day/night and seasons. In fifth grade the focus becomes more on the Earth and what affects the climates, atmosphere, and landforms. By sixth grade the curriculum goes more in depth with the solar system, specific information about each planet, tides, sun, and galaxies. The knowledge builds each year for a stronger base of understanding.

Science involves having students investigate questions, conduct experiments and solve problems. While we do this on a daily basis, the science fair puts all of this into practice. We are the only school left in the district that incorporates a science fair into our 5th and 6th grade curriculum. It fits very well with the standard of scientific inquiry. Students go through the process of identifying a question they want to solve. They learn the process of conducting the experiments and different avenues for sharing their findings (project board, PowerPoint, speech). This is an excellent way for students to master the scientific method, learn the steps involved in a long-term project, and share their findings with their peers and families. The students share and display their final projects for the school and their families during an open house. Our mission is to develop well-rounded students and science provides many career opportunities for students and is a high-interest area.

5. Instructional Methods:

Students need to be enriched and challenged in order to grow and succeed. Early grades enrich students through differentiated guided centers in reading, writing, and math. In reading, we utilize the Fountas and Pinnell reading levels to place our students. Students meet with the classroom teacher, a literacy aide, and peers to read at their reading level. The students also take home leveled books which are called "Bag Books". It is rewarding for students because they can achieve higher levels via at-home practice. Writing and math centers are divided into leveled groups as well. The teacher aids students through targeted instruction that focus on individual strengths and weaknesses, as well as more generalized focus skill areas.

The upper grades use the Accelerated Reader program to aid students in continued reading progression, while also making it enjoyable, challenging, and rewarding. Our school library is organized via Accelerated Reading levels so it is simple for the student to find an appropriate book to read within their assigned level. In the area of English, students are challenged to take a more difficult spelling test if they initially pass the pretest. Some upper-grade classes also have these students complete an enrichment spelling choice board that utilizes higher-level thinking skills and technology for word work. Our third grade classes are currently piloting a math enrichment program. Students are given a pretest before the beginning of a given math unit. The pre-test is scored by subcategories. If a student receives a 93% or

higher in a subcategory, that student is not required to be in the general classroom for instruction on that specific area. Instead, he or she has the opportunity to work on an assignment with the enrichment aide. These extension activities and challenge projects are directly related to the curriculum and Common Core standards.

All grades use iPads and portable laptops to extend or differentiate lessons. Countless tasks can be achieved with these technology resources such as researching a specific topic on the internet, reviewing and taking a mock spelling test, making class movies, QR codes, etc. Apps can be differentiated based on students' needs. Using our district's MAP data, we are able to find out how to best meet each individuals' needs. Every grade also meets once a month with their grade levels from across the district to discuss instructional methods and various ways to approach and implement the Common Core standards.

6. Professional Development:

Professional Development is a key factor in support of student achievement and school improvement. This is the opportunity for a school to provide educational growth for its staff. At Lincoln School all staff is encouraged to participate in professional development every year. Staff is alerted to a wide range of conferences and seminars addressing key and current issues in education. The district provides the means and the opportunity for all staff to attend. Teachers are able to choose a topic that is relevant for their growth as a professional. Allowing teachers' choice in professional development promotes a positive relationships between administration and staff. This also brings in many different topics that are then shared at faculty meetings. All staff grows as seminar information is presented.

Lincoln Elementary has also implemented Common Core math training for all staff. In June of 2012, The Pippens, professional educators with expertise in Common Core math, provided the staff a two day math overview of Common Core. Since this workshop, the principal at Lincoln Elementary has designed grade level articulation meetings. These meetings have been held once a month for the past school year. The meetings and the workshops are used to share information between staff and grade levels. This professional development provides the staff with same language use, knowledge of scaffolding curriculum, and new fresh ideas. The staff has also been introduced to the model drawing approach to problem solving. Using this approach at all grade levels will allow our students to continue to mature in their math language and problem solving skills. Each grade level will be able to master concepts which enhance student achievement.

Our administrator also grows in her field with professional development through workshops that enhance student growth, provide a learning need for the staff, and/or fill a need in our school improvement plan. The Illinois Principal's Association is one source that offers many valuable learning opportunities. She also attends workshops with her staff. This builds a strong foundation in the subject presented and enhances relationships within the school.

Professional development is a vital component providing quality growth for all stakeholders in the school setting. Lincoln Elementary provides this opportunity.

7. School Leadership:

Lincoln Elementary School has one leader, the principal. The principal's leadership style is hands-on, collaborative, and student-focused. The role of the principal is to lead school improvement, serve as the instructional leader, focus on public relations, communicate with all stakeholders, hire and evaluate personnel, manage policies and procedures, oversee and develop schedules, and supervise students and activities. The principal is involved in all IEP meetings, part of the problem-solving team, and involved in collab and RtI meetings that focus on individual student growth. The guide for student achievement is defined in the school improvement plan. The principal leads the building level team through the school

improvement process: reviewing data; identifying strengths, weaknesses, and needs of the school; and creating an action plan for growth. The goals of the school align with the vision of the district.

The principal is in the classrooms visiting, observing and teaching; working with students; and collaborating with teachers on a daily basis. The principal knows every student by name, greets them each morning, talks with them at lunch, supervises them at recess, and monitors dismissal. The principal has an open door policy where students, staff and parents feel comfortable stopping by to talk and share. The principal works closely with teachers on building and district committees making sure decisions are collaborative and involve all stakeholders. The principal understands the important of developing positive relationships with staff, students, and parents. These relationships are the foundation for creating a climate that focuses on high achievement. The principal also is very involved with the PTO and parent-led activities.

The principal's motto is to 'think outside the box'. We focus on each individual and find creative ways to help them grow as learners. The Lincoln School staff has high expectations for student growth, and is willing to do whatever they can to help students learn. This is possible with the relationships the principal has built with the staff, working as a team.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3   Test: ISAT

Edition/Publication Year: 1999   Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets & Exceeds	98	100	100	100	100
exceeds	69	75	52	76	71
Number of students tested	49	44	48	45	42
Percent of total students tested	96	96	96	98	91
Number of students alternatively assessed	2	2	2	1	4
Percent of students alternatively assessed	4	4	4	2	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds	Masked	Masked	Masked	Masked	Masked
exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	5	1	2
2. African American Students					
Meets & Exceeds					Masked
exceeds					Masked
Number of students tested					3
3. Hispanic or Latino Students					
Meets & Exceeds	Masked	Masked	Masked		
exceeds	Masked	Masked	Masked		
Number of students tested	1	3	3		
4. Special Education Students					
Meets & Exceeds	91	100	100	Masked	Masked
exceeds	45	75	36	Masked	Masked
Number of students tested	11	12	11	6	9
5. English Language Learner Students					
Meets & Exceeds		Masked			
exceeds		Masked			
Number of students tested		1			
6.					
Meets & Exceeds					
exceeds					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The minimum of reporting subgroup is 10.

13IL7

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3   Test: ISAT

Edition/Publication Year: 1999   Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets & Exceeds	96	98	100	100	100
exceeds	55	45	65	76	45
Number of students tested	49	44	48	45	42
Percent of total students tested	96	96	96	98	91
Number of students alternatively assessed	2	2	2	1	4
Percent of students alternatively assessed	4	4	4	2	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds	Masked	Masked	Masked	Masked	Masked
exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	5	1	2
2. African American Students					
Meets & Exceeds					Masked
exceeds					Masked
Number of students tested					3
3. Hispanic or Latino Students					
Meets & Exceeds	Masked	Masked	Masked		
exceeds	Masked	Masked	Masked		
Number of students tested	1	3	3		
4. Special Education Students					
Meets & Exceeds	91	100	100	Masked	Masked
exceeds	36	50	45	Masked	Masked
Number of students tested	11	12	11	6	9
5. English Language Learner Students					
Meets & Exceeds		Masked			
exceeds		Masked			
Number of students tested		1			
6.					
Meets & Exceeds					
exceeds					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The minimum of reporting subgroup is 10.

13IL7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4   Test: ISAT

Edition/Publication Year: 1999   Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets & Exceeds	100	98	100	98	94
exceeds	54	40	52	68	49
Number of students tested	46	47	48	44	51
Percent of total students tested	96	96	96	90	96
Number of students alternatively assessed	2	2	2	5	2
Percent of students alternatively assessed	4	4	4	10	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds	Masked	Masked	Masked	Masked	Masked
exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	1	5	3
2. African American Students					
Meets & Exceeds				Masked	
exceeds				Masked	
Number of students tested				1	
3. Hispanic or Latino Students					
Meets & Exceeds	Masked	Masked			
exceeds	Masked	Masked			
Number of students tested	3	2			
4. Special Education Students					
Meets & Exceeds	100	Masked	Masked	90	Masked
exceeds	54	Masked	Masked	30	Masked
Number of students tested	13	8	7	10	8
5. English Language Learner Students					
Meets & Exceeds	Masked				
exceeds	Masked				
Number of students tested	1				
6.					
Meets & Exceeds					
exceeds					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The minimum of reporting subgroup is 10.

13IL7

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4   Test: ISAT

Edition/Publication Year: 1999   Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets & Exceeds	98	91	96	95	92
exceeds	61	55	69	66	53
Number of students tested	46	47	48	44	51
Percent of total students tested	96	96	96	90	96
Number of students alternatively assessed	2	2	2	5	2
Percent of students alternatively assessed	4	4	4	10	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds	Masked	Masked	Masked	Masked	Masked
exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	1	5	3
2. African American Students					
Meets & Exceeds				Masked	
exceeds				Masked	
Number of students tested				1	
3. Hispanic or Latino Students					
Meets & Exceeds	Masked	Masked			
exceeds	Masked	Masked			
Number of students tested	3	2			
4. Special Education Students					
Meets & Exceeds	92	Masked	Masked	80	Masked
exceeds	54	Masked	Masked	30	Masked
Number of students tested	13	8	7	10	8
5. English Language Learner Students					
Meets & Exceeds	Masked				
exceeds	Masked				
Number of students tested	1				
6.					
Meets & Exceeds					
exceeds					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The minimum of reporting subgroup is 10.

13IL7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5   Test: ISAT

Edition/Publication Year: 1999   Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets & Exceeds	100	98	96	98	98
exceeds	20	22	49	40	43
Number of students tested	49	50	45	52	65
Percent of total students tested	98	98	87	96	97
Number of students alternatively assessed	1	1	7	2	2
Percent of students alternatively assessed	2	2	13	4	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds	Masked	Masked	Masked	Masked	Masked
exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	1	4	2	3
2. African American Students					
Meets & Exceeds	Masked		Masked		Masked
exceeds	Masked		Masked		Masked
Number of students tested	1		1		1
3. Hispanic or Latino Students					
Meets & Exceeds	Masked		Masked	Masked	Masked
exceeds	Masked		Masked	Masked	Masked
Number of students tested	2		1	1	1
4. Special Education Students					
Meets & Exceeds	Masked	Masked	82	Masked	Masked
exceeds	Masked	Masked	36	Masked	Masked
Number of students tested	7	8	11	4	9
5. English Language Learner Students					
Meets & Exceeds					
exceeds					
Number of students tested					
6.					
Meets & Exceeds					
exceeds					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The minimum of reporting subgroup is 10.

13IL7

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5   Test: ISAT

Edition/Publication Year: 1999   Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets & Exceeds	96	96	96	98	97
exceeds	57	64	69	53	57
Number of students tested	49	50	45	49	65
Percent of total students tested	98	98	87	96	97
Number of students alternatively assessed	1	1	7	2	2
Percent of students alternatively assessed	2	2	13	4	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds	Masked	Masked	Masked	Masked	Masked
exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	1	4	2	3
2. African American Students					
Meets & Exceeds	Masked		Masked		Masked
exceeds	Masked		Masked		Masked
Number of students tested	1		1		1
3. Hispanic or Latino Students					
Meets & Exceeds	Masked		Masked	Masked	Masked
exceeds	Masked		Masked	Masked	Masked
Number of students tested	2		1	1	1
4. Special Education Students					
Meets & Exceeds	Masked	Masked	82	Masked	Masked
exceeds	Masked	Masked	55	Masked	Masked
Number of students tested	7	8	11	1	9
5. English Language Learner Students					
Meets & Exceeds					
exceeds					
Number of students tested					
6.					
Meets & Exceeds					
exceeds					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The minimum of reporting subgroup is 10.

13IL7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 6   Test: ISAT

Edition/Publication Year: 1999   Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets & Exceeds	100	95	98	98	100
exceeds	54	63	57	45	52
Number of students tested	48	43	56	66	46
Percent of total students tested	98	88	97	99	100
Number of students alternatively assessed	1	6	2	1	0
Percent of students alternatively assessed	2	12	3	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds	Masked	Masked	Masked	Masked	Masked
exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	3	3	7	3
2. African American Students					
Meets & Exceeds		Masked			
exceeds		Masked			
Number of students tested		1			
3. Hispanic or Latino Students					
Meets & Exceeds		Masked	Masked	Masked	Masked
exceeds		Masked	Masked	Masked	Masked
Number of students tested		1	1	2	2
4. Special Education Students					
Meets & Exceeds	Masked	Masked	Masked	Masked	Masked
exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	8	8	9	5
5. English Language Learner Students					
Meets & Exceeds					
exceeds					
Number of students tested					
6.					
Meets & Exceeds					
exceeds					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The minimum of reporting subgroup is 10.

13IL7

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 6   Test: ISAT

Edition/Publication Year: 1999   Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
meets & exceeds	100	98	100	100	100
exceeds	64	53	54	69	59
Number of students tested	47	43	56	62	46
Percent of total students tested	98	88	97	98	100
Number of students alternatively assessed	1	6	2	1	0
Percent of students alternatively assessed	2	12	3	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
meets & exceeds	Masked	Masked	Masked	Masked	Masked
exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	3	3	6	3
2. African American Students					
meets & exceeds		Masked			
exceeds		Masked			
Number of students tested		1			
3. Hispanic or Latino Students					
meets & exceeds		Masked	Masked	Masked	Masked
exceeds		Masked	Masked	Masked	Masked
Number of students tested		1	1	2	2
4. Special Education Students					
meets & exceeds	Masked	Masked	Masked	Masked	Masked
exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	8	8	5	5
5. English Language Learner Students					
meets & exceeds					
exceeds					
Number of students tested					
6.					
meets & exceeds					
exceeds					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The minimum of reporting subgroup is 10.

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